DOCUMENT RESUME

ED 147 988 EA 010 186

TITLE Student Acceleration in Florida Public Education. Second Annual Report.
INSTITUTION Florida State Dept. of Education, Tallahassee.
SPONS AGENCY Florida State Board of Education, Tallahassee.; Florida State Legislature, Tallahassee.
PUB DATE 28 Feb 75
NOTE 30p.; For related documents, see EA 010 185-186; Not available in paper copy due to marginal legibility of original document; Appendixes may be illegible

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Acceleration; Advanced Placement Programs; Dual Enrollment; Early Admission; *Educational Alternatives; *Educational Finance; Equivalency Tests; Higher Education; Job Training; Performance Based Education; School Calendars; Secondary Education; State Legislation; *Statistical Data
IDENTIFIERS *Florida; *Time Shortened Degree Programs

ABSTRACT

This second annual report to the Florida Legislature and the State Board of Education reviews the reasons for student acceleration programs, the methods of acceleration, and the financial implications of time-shortened degree programs. Statistical data are provided on the number of Florida high school and postsecondary students taking advantage of the different forms of acceleration during the year 1973-74. Data on the number of students utilizing advanced placement programs, dual enrollment, early admission, equivalency tests or credit by examination, job entry studies plans, and student performance-based promotional plans are presented. Appendixes include Florida statutes and regulations governing time-shortened educational programs. (Author/DS)

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# STUDENT ACCELERATION

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# IN FLORIDA PUBLIC EDUCATION

EA 010 186

***Second Annual Report***
***to the***
***Florida Legislature***
***and the***
***State Board of Education***

***February 28, 1975***

## FOREWORD

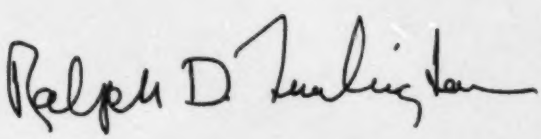
There is no magic in the number of years required for a degree or diploma. Educators have long recognized that some students can graduate in less time, while some need more.

In recent years, Florida's public institutions have been making a special effort to accommodate students who can progress more quickly. High school students can get a head start on college by carrying college courses in place of certain high school courses, and still complete graduation requirements. College students can bypass certain courses by passing examinations which show that they have already mastered the course content. These and other options have enabled students to make more effective use of their time. They have also enabled taxpayers by avoiding the cost of unneeded instruction.

In 1973-74, over 30,000 Florida students--10,000 in high school and 20,000 in college--took advantage of acceleration opportunities. Participants represented about 12% of all high school seniors, 9% of the community college students, and 40% of the freshmen and sophomores in the State University System.

Through examinations taken in lieu of course work, students in colleges and universities received over 190,000 quarter credits during 1973-74. About one-third of the credits went to community college students and two-thirds to university students. Under 1973-74 funding formulas, the expenditure of over $4 million in State funds was avoided by not having to provide instruction for those credits. Also, the payment by students and their parents of more than $2 million in student fees was avoided.

This report contains many more fascinating facts about this important effort. I commend it to you.



Ralph D. Turlington

# I. STUDENT ACCELERATION: AN OVERVIEW

Student acceleration, as the name implies, is an effort to reduce the amount of time required to reach various stages of educational achievement (e.g., high school diploma or baccalaureate degree). To be viewed correctly, student acceleration should be considered an aspect of a broader movement--a movement to make education "time-variable." When education is time variable, each student is allowed the time needed to complete an educational program. Hence, the time used by an individual student may be either more or less than the "standard" length of time.

This report focuses on the acceleration aspect of time variableness since it is only in recent years that the potential for acceleration has been realized. Possibilities for deceleration (e.g., carrying reduced loads or repeating courses) have long been recognized and used when appropriate.

## Reasons For Student Acceleration

The standard lengths for high school and post-high school programs were established at times when the clientele for these programs were heterogeneous, the content was uniform, and societal change was slow. These conditions no longer exist in Florida. The vast majority of students complete high school; half of them enter immediately into some type of post-secondary education. The types of programs available in high school and post-secondary institutions have proliferated; there is something there for almost everyone. Society is no longer in a steady state; both technology and social values are in a continual state of flux; the education one receives in youth will no longer suffice for a lifetime.

In the setting described above, there are two major reasons for capitalizing on acceleration options: multiple sources of learning and growing demands on educational resources.

The impact of multiple sources of learning must be recognized. Learning take place both within and without the classroom. The mass media, the home, the work place, and the peer culture all provide learning opportunities. Schools and colleges must find techniques for complementing and building upon learning which the student brings to their programs. Requiring the student to re-study something already learned is wasteful. Such unnecessary duplication of effort should be avoided.

New demands on educational resources are developing at a time when resources are generally becoming more scarce. Because of rapid changes in society, public education must provide education throughout an individual's career, including retirement. Presently, virtually all educational funds are expended on students under thirty years of age; most on students under eighteen. If student acceleration can release instructional resources, the growing number of older adults needing instruction in basic skills, general knowledge, and professional or vocational competencies can be served more adequately.

## Methods for Student Acceleration

There are two general methods by which students can accelerate: (1) exemption from required instruction on the basis of verified proficiency (e.g. credit by examination, Advanced Placement Program, student performance graduation) and (2) making efficient use of available time (e.g., dual enrollment, early admission, job entry studies, year-round matriculation).

Under the second method, it is sometimes possible to make one set of activities meet more than one set of requirements, thus compounding acceleration. For example, college work completed under early admission can count both toward high school completion and toward an associate or baccalareate degree.

The extent to which Florida students used each of these methods in 1973-74 is summarized in Table 1. As this Table illustrates, most acceleration reported is accomplished through examinations which allow students to bypass certain courses or activities. Acceleration options are used mostly by freshmen. Approximately 50% of incoming freshmen in the State University System utilized one or more acceleration options. Data in Table 1 are based upon the more detailed tabulations appearing in Appendixes C, D, and E. Also, each acceleration method is discussed in greater detail in Part II of this report.

## Financial Considerations

As suggested above, student acceleration can save educational costs if it reduces the amount of instruction which would otherwise be offered. However, the systematic development and implementation of programs for student acceleration also incur costs not associated with "regular" programs.

As noted above, most acceleration occurs through examinations which allow exemptions from participation in required instruction. Such examinations must be designed to maintain desirable education standards. At the same time, they should not place more stringent requirements on students taking the examinations than are placed on those who take the courses. To say the least, there is a lot riding on the examination. Consequently, the examination should be carefully developed, thoroughly tested, and systematically administered. This requires effort beyond that expended to develop and administer the typical final examination in a school or college course. Hence, the examination process associated with acceleration incurs new costs.

A highly significant approach to acceleration is to redesign curricula so that able students may progress more rapidly. This approach would fall into the "more efficient use of time" category. Extensive curriculum redesign was anticipated by the Carnegie Commission on Higher Education when it issued its 1971 report, Less Time, More Options. Curriculum redesign was also contemplated in the "Report of the Task Force to Explore Feasibility of a Three-year Baccalaureate Program." This report, prepared by a Department of Education Task Force, was issued on February 15, 1973. Projects involving curriculum design are being developed by Florida State University and jointly by the University of North Florida, Florida Junior College, and the Duval County School System. However, curriculum redesign requires a concentrated effort by skilled instructors and other specialists. To release people to perform this task requires special budget provisions. No State funds have been appropriated specifically for this purpose. Florida State University has been able to proceed with its program, using funds from Federal sources.

TABLE 1

USE OF ACCELERATION MECHANISMS
IN FLORIDA PUBLIC EDUCATION
1973-74

| | | School Districts* | Community Colleges | Universities |
|---|---|---|---|---|
| Examinations for exemption from required instruction. | Participants in College Level Examination Program (CLEP) | 1,204 | 4,877 | 5,750 |
| | Participants in Advanced Placement Program | 2,232 | 116 | 141 |
| | Participants in institutional and other examinations; student performance graduation | 149 | 1,913 | 2,867 |
| Programs for making efficient use of time. | Participants in dual enrollment | 3,068 | 4,710 | 829 |
| | Participants in early admissions | 888 | 808 | 225 |
| | Participants in job entry studies | 2,938 | | |
| | TOTAL FOR ALL ACCELERATION MECHANISMS | 10,479 | 12,424 | 9,812 |
| | Lower Division Fall Enrollment (Headcount) | | 134,223** | 24,454*** |
| | 12th Grade Enrollment (Average Daily Membership) | 83,736 | | |
| | TOTAL FOR ALL ACCELERATION MECHANISMS AS A PERCENTAGE OF 12th GRADE ENROLLMENT OR LOWER DIVISION FALL ENROLLMENT | 12.54% | 9.25% | 40.12% |

*Figures include students in campus laboratory schools also.
**Includes college level enrollment, i.e., students in advanced and professional programs and occupational programs, plus other students who have not established their programs; does not include enrollment in community instructional services courses and developmental courses.
***Includes enrollments in programs classified as "education and general;" does not include students in the Institute of Food and Agricultural Sciences.

## Conclusion

Student acceleration is a movement to make education more responsive to the realities of contemporary society, where many avenues to learning are available and where a large percentage of adults pursue further education. A significant amount of student acceleration occurred in Florida education in 1973-74. Credit by examination was the most heavily used acceleration mechanism and acceleration occurred most frequently within the first two years of college or university work.

It appears that a portion of current instructional costs could be avoided through greater use of student acceleration. However, resources must be invested to develop new examinations and to redesign curricula if the potential of student acceleration is to be realized.

## II. PROGRESS REPORT ON STUDENT ACCELERATION

Reports from school districts, community colleges, and State universities show substantial progress in meeting the objectives of the time-shortened education effort. Thousands of students are taking advantage of the options available to them, thus saving time and money for students and taxpayers.

The utilization of each acceleration mechanism is described in the following paragraphs. These summaries are based upon the statistical reports assembled in Appendixes C (school districts), D (community colleges), and E (universities).

### Credit by Examination

The College Level Examination Program (CLEP), a national system for awarding credit by examination, is widely used in Florida. This program was established in 1965 by the College Entrance Examination Board, a non-profit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP was developed to serve students who acquire knowledge through means outside of regular baccalaureate degree programs (e.g., correspondence and university extension course, educational television, adult education programs, on-the-job training, independent study). It is based on the premise that what one knows is more important than how one came to know it.

There are two types of CLEP examinations: (1) the general examination, designed to provide a comprehensive measure of undergraduate achievement in five basic areas of liberal arts (English composition, mathematics, natural sciences, humanities, and history) and (2) the subject examination, designed to measure achievement in specified undergraduate courses.

Credits are granted by all State universities and all community colleges in Florida to students who score at the fiftieth percentile or above on CLEP examinations. In the State University System, 107,938 quarter credits* were awarded on the basis of CLEP examinations in 1973-74. In the Community College System, the number was 44,954 semester credits.* These figures represent an increase over the preceding year. Most of the credits were in the basic studies areas and were earned through the CLEP general examinations. The above figures represent approximately 10% of the lower division credits earned in the State University System and 2% of the university parallel credits in the Community College System in 1973-74. The number of participating students was 5,750 for the State University System and 4,877 for the Community College System. School district reports show that 1,204 participating students were enrolled in secondary schools.

Credit by examination can also be earned by using other examinations including those developed by individual institutions. Nineteen community colleges report the use of such examiniations; in 1973-74, 9,319 semester credits were awarded to 1,904 students on this basis. Six State universities also report the use of other examinations for earning credits; this allowed 2,867 students to receive 18,843 additional quarter credits in 1973-74.

*Quarter credits (or quarter hours) are used for academic accounting in the State University System. Semester credits (or semester hours) are used in the Community Colleges. A semester credit is equivalent to 1.5 quarter credits.

Currently, the State universities may grant on an experimental basis approximately a year's college credit to students who scored at the 97th percentile or higher on the Florida Twelfth Grade Tests. An evaluation of the extent to which such students are successful was conducted during the Fall, 1974 quarter and a decision will be made by the Chancellor in the Spring of 1975 as to whether this acceleration mechanism will be continued.

## Advanced Placement Program

The Advanced Placement Program, which began in 1955, offers high school students an opportunity to complete more demanding and challenging work than is usually found at the high school level. It permits students to study one or more college-level courses while they are still in secondary school and to receive advanced placement, credit, or both upon entering college.

The Advanced Placement Program is administered by the College Entrance Examination Board with the help of Educational Testing Service (ETS). It provides secondary schools with advanced placement course descriptions in 13 disciplines. Course descriptions and examinations are prepared by committees of school and college teachers, with the assistance of ETS test specialists.

All five of the State universities offering lower division work award credit under the Advanced Placement Program. In 1973-74, 141 students were credited with 650 quarter hours earned under advanced placement. Credits earned in the Advanced Placement Program are also allowed by 24 of the 28 community colleges. In 1973-74, 116 community college students were credited with 612 semester hours for work under advanced placement.

These reports show significantly lower utilization of advanced placement in 1973-74 than in the preceding year. However, school district reports show 2,232 advanced placement participants in 1973-74. Advanced placement work by these students may be applied to future programs in either public or non-public institutions, both in Florida and elsewhere.

## Year-round Matriculation

Year-round matriculation is a means of accommodating the educational calendar to the needs of the student. Traditionally, students have been required to enroll at the beginning of an academic year. In recent years, new students have also been encouraged to enroll at other times during the year.

In 1973-74, a large number of courses in Florida community colleges began at times other than the opening of the regular term. Almost 18,432 credits were awarded through such courses. This represents 13.8% of the total credits earned in the Community College System.

The records of area vocational schools operated by district school boards also show extensive use of year-round matriculation. During 1973-74, new courses were begun during every month of the year. For vocational and technical classes, the heaviest months were September and January with over 2,600 courses starting each month. There were 1,639 courses starting in April, 1,132 in August, 824 in March, and 800 in July. The number of courses starting in the remaining months ranges from a low of 66 in December to a high of 684 in June.

## Dual Enrollment

Dual enrollment allows high school students to be enrolled concurrently in high school and a college, university, or area vocational school. It also allows college students to be enrolled concurrently in a community college and a university.

Dual enrollment and/or early admission (see below) have been implemented for high school students in 51 of the 67 school districts in Florida. These alternatives have been available to students on an optional basis since 1963.

Community college reports indicate that 3,979 high school students were also enrolled in community colleges. University reports indicate that 173 high school students were also enrolled in State universities. The total 4,152 represents one out of every ten 1974 high school graduates who entered college in the Fall of 1974.

Dual enrollment between community colleges and universities (or other colleges) was also reported. Community college records show 731 community college students jointly enrolled in State universities or other colleges (including non-public institutions); university records show 656 students jointly enrolled in community colleges.

## Early Admission

Early admission is similar to dual enrollment. It differs in that with dual enrollment, a student is considered "a high school student who is also taking post-secondary courses." With early admission, the student is considered "a post-secondary student who left high school before completing the twelfth grade." In either case, credits earned in college may count toward high school graduation. Community college reports show 808 students in early admission programs in 1973-74; university reports show 225.

For both dual enrollment and early admissions, figures reported by school districts are lower than the combined totals reported by the community colleges and universities. Since a high school transcript is required for college or university admission, data submitted by colleges and universities have been included in this summary. Data collection methods for school districs are now being modified to secure data from individual schools, rather than from district offices. This matter will be re-examined when 1975 reports are received.

## Job Entry Studies

The job entry studies graduation plan provides a means of acceleration for students who do not plan to enter a post-secondary institution. This plan was first made available to students on an optional basis in September, 1971. It permits students to accept full-time employment at the end of their junior year. Under this plan, credits toward high school graduation are awarded for successful on-the-job performance. A member of the school staff serves as liaison between the employer and the school and approves the work for which high school credits are granted.

During 1973-74, 25 school districts provided opportunities for students to graduate under the job entry studies plan. There were 3,938 students participating, more than double the number of participants in 1972-73. This represents one out of every eight high school graduates who did not enter a post-secondary institution in the Fall of 1974.

Student Performance Graduation

Under this program, a student may fulfill the course or subject credit requirements for graduation through a "student performance based promotional plan." The plan must be adopted by the local school board and approved by the Commissioner of Education. Under such a plan, competencies expected of students are identified and evaluation procedures established. Once a plan is officially adopted, graduation requirements are met at whatever time the individual student demonstrates the requisite competencies. This program facilitates acceleration since the amount of time spent in instruction is not a factor in determining a student's eligibility for graduation. One school district, Leon, offered this option in 1973-74; there were 149 participants.

Other Programs for Student Acceleration

Several institutions have made some progress toward implementing new time-shortened and time variable programs. Florida State University, with federal assistance, has implemented experimental competency based degree programs in the fields of biology, nursing, and urban and regional planning. The project, called "curriculum of attainments," allows students to move through their degree programs on a contract basis at paces commensurate with their abilities and circumstances.

Florida Technological University is admitting highly qualified freshmen to sophomore standing after a careful analysis of Florida Twelfth Grade Test scores and secondary school transcripts. The review procedure also includes personal interviews. Two hundred twenty-four students were admitted to the program during 1973-74.

The University of North Florida, Florida Junior College and the Duval County School System have developed a plan whereby students would be able to accelerate their programs through all the institutions involved. Identification of qualified students would be made by the secondary schools. The Florida Junior College and the University of North Florida would permit such students to move through their two institutions in approximately three years in uniquely designed time-shortened curriculums. However, efforts to implement the program have been suspended because of insufficient funds.

The University of West Florida is offering course work to Navy personnel around the world through correspondence and other non-traditional means. Florida International University, through its External Degree Program, is validating work and life experience for credit purposes, thus shortening the educational programs for a number of adult learners. The Your Open University (Y.O.U.) program at the University of South Florida reached about 2,000 independent study students in 1973-74, a highly significant number of people who are accomplishing their educational objectives at paces commensurate with their individual needs, abilities, and circumstances.

Academic Calendars

Academic calendars represent a vital key in any effort to promote time-variable education. For this reason, a task force was appointed to assess problems relating to academic calendars. The membership of this task force and the State Board of Education Regulations which grew out of its work are found in Appendix B.

The task force recommended that decisions relative to school calendars promote year-round matriculation--the continuous availability of educational services which students can enter and utilize at times and rates which facilitate the attainment of their objectives. This should be accomplished without requiring that the initiation or termination of learning activities by students be regimented. Educational institutions should encourage students to undertake and complete learning activities at times and rates dictated by the students' personal circumstances.

The task force rejected the use of an identical or uniform calendar for all levels and types of public institutions in Florida. This rejection was based on the following two convictions: (1) there are differences in local conditions which argue for diversity in calendar and (2) the significance of beginning and ending dates for terms will diminish as the educational system adapts its procedures to facilitate individual student progress based on individual learning rates.

Based on the work of the task force, the State Board of Education adopted regulations for educational calendars. These regulations--which apply to district school boards, community college boards of trustees, and the Board of Regents--require the following calendar provisions:

1. Three common entry periods during each fiscal year for all post-secondary institutions:

   a. between third week in August and fourth week in September,
   b. first full week following January 1
   c. third week in June.

2. As many additional entry periods throughout the year as can feasibly be provided.

3. Pre-established dates for completing programs prior to entry into post-secondary institutions (initially or by transfer) which allow students to utilize the common entry period which minimizes the loss of time in completing the transfer.

## III. APPENDIXES: SUPPORTING LEGAL AND STATISTICAL INFORMATION

APPENDIX A--STATUTE, REGULATIONS, AND COMMITTEE ON TIME-SHORTENED EDUCATION PROGRAMS

A-1. Section 241.479, Florida Statutes

A-2 State Board of Education Regulations

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APPENDIX B--REGULATIONS AND TASK FORCE ON ACADEMIC CALENDAR

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APPENDIX E--STATISTICAL INFORMATION ON STUDENT ACCELERATION, STATE UNIVERSITY SYSTEM

E-1. The Number of Students Utilizing Acceleration Mechanisms

E-2. The Number of Credit Hours Awarded

# APPENDIX A--STATUTE, REGULATIONS, AND COMMITTEE ON TIME-SHORTENED EDUCATION PROGRAMS

## A-1. Section 241.479, Florida Statutes

**241.479 Accelerated degree programs; annual reports.—**

(1) It is the declared intent of the legislature to foster and encourage the several levels of the system of public education to collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. It is the further intent of the legislature specifically to encourage and foster time-shortened educational programs at all levels in the system as well as to support the use of acceleration mechanisms, including, but not limited to: credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment.

(2) The board of regents, community college boards of trustees, and district school boards are authorized to establish intrainstitutional and interinstitutional programs to maximize the articulation of students. Should the establishment of these programs necessitate the waiver of existing state board of education regulations, reallocation of funds, or revision or modification of student fees, each institution shall submit the proposed articulation program to the state board of education for review and approval. The state board of education is authorized to waive its regulations and make appropriate reallocations, revisions, or modifications in accordance with the above.

(3) The department of education shall report to the legislature by March 1, 1974, and annually thereafter at least thirty days prior to each regular legislative session, regarding programs which have been initiated pursuant to this section and the status of other already existing programs. The department of education shall recommend to the legislature action which it determines will further the intent of this section.

History.—§§1-3, ch. 73-19.

## A-2. State Board of Education Regulations

**6A-10.18 Time-shortened educational programs.**

(1) The commissioner shall compile and distribute to public and private secondary schools and post-secondary institutions information on acceleration mechanisms available in the public schools, community colleges and universities, and the degree of utilization of these options. Revision of such information shall be undertaken as necessary to keep it current with policies of the districts and institutions involved. A report of such information, along with any recommended changes in law, shall be presented to the legislature by March 1, 1974, and annually thereafter at least thirty (30) days prior to each legislative session.

(2) The commissioner shall also appoint a standing committee to be known as the committee on time-shortened educational programs. The committee shall be composed of personnel from all divisions of the department, including the commissioner's staff, and shall also include representatives of public universities, community colleges and public schools. The committee shall be chaired by the commissioner or his designee.

(3) The committee, in carrying out its functions, shall be responsible for:

(a) Evaluating reports from district school boards, community colleges, and public universities to determine and evaluate compliance of each institution with applicable law and regulations of the state board relating to time-shortened educational programs.

(b) Making recommendations to the commissioner relating to needed changes in law or regulations to encourage and foster time-shortened educational programs at all levels, including but not limited to waiver of state board regulations in individual cases, reallocation of any applicable funds and revision or modification of student fees.

(c) Compiling statistics and information on acceleration mechanisms available in the public schools, community colleges and universities, and the degree of utilization of these options.

(d) Reviewing the annual calendars of school districts, community colleges and public universities to determine and evaluate compliance of each with applicable law and regulations of the state board and making recommendations to the commissioner related to needed changes in law or regulations to assure that statewide the education calendar will be common to the extent necessary to meet the needs of students.

(e) Performing any other functions assigned by the commissioner to achieve the purposes and intent of this regulation.

General Authority 229.053(1) FS. Law Implemented 241.479, FS. History—New 11-17-73, Amended 6-17-74.

## A-2. State Board of Education Regulations (continued)

**6A-8.59 Acceleration mechanisms for program completion.–**

(1) Not later than September 1, 1974, each degree or certificate program offered by a public community college shall be designed in such a manner that students are afforded an opportunity to complete a minimum of twenty-five percent (25%) of the degree requirements, exclusive of transfer credit accepted, through:

(a) Achievement of specified performance levels on appropriate recognized standardized, institutional or departmental examinations;

(b) Recognition of satisfactory performance in secondary school advanced placement programs of the college entrance examination board;

(c) Dual enrollment in a community college or university prior to graduation from high school or community college; or

(d) Any combination of the above acceleration mechanisms.

(2) In order to facilitate acceleration each institution must award credit for specific courses for which competency has been demonstrated by successful passage of an exemption or waiver examination. Institutions may not exempt students from courses without the award of credit if competencies have been so demonstrated.

(3) Each public community college shall establish a program of early admission for public school students qualifying for such a program under the provisions of section 6A-1.95(2).

(4) Each public community college shall, prior to September 1 of each year, submit a report to the commissioner of education which shall include:

(a) Procedures implemented and policies applicable during the prior year which facilitated and encouraged the earning of credit by examination, advanced placement programs, and dual enrollment;

(b) Amount of credit earned and the number of students utilizing each means of acceleration during the prior year;

(c) Plans for acceleration procedures to be implemented during the current year; and

(d) Number of students admitted through early admission policies during the prior year, and the procedures and criteria for such admission.

(5) Each public community college shall describe the various options available for acceleration and the criteria governing such options in its catalog and other related publications or advisement materials. (Effective November 17, 1973.)

## A-3. Board of Regents Operating Policy



7.14.1 Acceleration Mechanisms for Program Completion

1. Not later than September 1, 1974, each baccalaureate degree program offered by a public university shall be designed in such a manner that students are afforded an opportunity to complete a minimum of twenty-five percent (25%) of degree requirements through the acceleration mechanisms listed below.
   a. Achievement of specified performance levels on appropriate recognized standardized, institutional or departmental examinations;
   b. Recognition of satisfactory performance in secondary school advanced placement programs of the College Entrance Examination Board;
   c. Dual enrollment in a community college or university prior to graduation from high school or community college; or
   d. Any combination of the above acceleration mechanisms.
2. In order to facilitate acceleration, each institution must award credit for specific courses for which competency has been demonstrated by successful passage of an exemption or waiver examination. Institutions may not exempt students from courses without the award of credit if competencies have been so demonstrated.
3. Each public university shall establish a program of early admission for public school students qualifying for such a program under provisions of section 6A-1.95(2) of the regulations of the State Board of Education.
4. Each public university shall, prior to September 1 of each year, submit a report to the Commissioner of Education, which shall include:





   a. Procedures implemented and policies applicable during the prior fiscal year which facilitated and encouraged the earning of credit by examination, advanced placement programs, and dual enrollment;
   b. Amount of credit earned and the number of students utilizing each means of acceleration during the prior fiscal year;
   c. Plans for acceleration procedures to be implemented during the current fiscal year;
   d. Number of students admitted through early admission policies during the prior fiscal year, and the procedures and criteria for such admission; and
   e. A description of guidance services provided to students utilizing the above described acceleration mechanisms.
5. Each public university shall describe clearly the various options available for acceleration and the criteria governing such options in its catalog and other appropriate publications or advisement materials.

APPENDIX A--STATUTE, REGULATIONS, AND COMMITTEE
ON TIME-SHORTENED EDUCATION PROGRAMS (continued)

A-4. Committee on Time-Shortened Education Programs

Mr. Shelley S. Boone (Chairman) Deputy Commissioner for Special Programs, Department of Education

Dr. Myron R. Blee, Bureau Chief, Bureau of Program Support and Services, Division of Community Colleges, Department of Education

Dr. Joseph W. Crenshaw, Bureau Chief, Curriculum and Personnel Development, Division of Elementary and Secondary Education, Department of Education

Mr. Rexford Gaugh, Director, Pinellas Vocational/Technical Institute

Dr. Ned B. Lovell, Superintendent, Leon County School System

Dr. Paul Parker, Director, University-Wide Programs, Division of Universities, Department of Education

Dr. Carl Riggs, Vice President for Academic Affairs, University of South Florida

Mr. Walter Wray, Bureau Chief, Vocational Program Services, Division of Vocational, Technical and Adult Education, Department of Education

Dr. Ben Wygal, President, Florida Junior College at Jacksonville

# APPENDIX B--REGULATIONS AND TASK FORCE ON ACADEMIC CALENDAR

## B-1. State Board of Education Regulations

**6A-10.19 Required Annual Calendar for Schools and Colleges.** Effective with the beginning of the 1975-76 fiscal year, each district school board, each community college district board of trustees, and the board of regents shall prior to the beginning of the fiscal year adopt and annual calendar which shall be observed by all schools or post high school educational institutions operated by said board.

(1) Each board shall adopt a calendar which supports the following objectives:

(a) Minimal loss of time between student exit from one public institution and entry into another. Students who complete a phase of their education in one public institution and who need to transfer to another public institution to continue their education should be able to do so without prolonged delay.

(b) Opportunity for students to move through the educational system at their respective paces. Calendars should not be based on the assumption that all students will initiate and complete learning activities at the same pace.

(c) Opportunity for school personnel to utilize in-service and continuing education.

(d) Opportunity for effective and efficient utilization of resources. School plants and school personnel should not have prolonged periods during which they are idle.

(e) Opportunity for family activities.

(f) Flexibility in implementation of calendar decisions.

(2) The calendar adopted by each board shall include at least the following statewide requirements:

(a) A calendar providing three (3) common entry periods during each fiscal year for students attending post-secondary educational institutions. One entry period shall be established within each of the three periods listed below:

1. The period between the beginning of the third week in August and the end of the fourth week in September.

2. The period comprising the first full week following January 1.

3. The period comprising the third week in June.

(b) In addition to the three (3) common entry periods prescribed in this section, each calendar shall include the following:

1. A pre-established date for issuing certificates, diplomas, or degrees, to students who are completing programs prior to entry into a post-secondary educational institution, or other provisions, which will permit students to utilize the entry period which minimizes the loss of time to students in completing the transfer between programs or institutions.

2. A summer program for teachers and other school personnel scheduled to begin no earlier than June 15 and close no later than August 15; provided, however, that this requirement shall apply only to each post-secondary educational institution offering programs for in-service teachers.

3. As many additional periods throughout the fiscal year in which a student can begin a program as can be feasibly provided.

(3) An official copy of the annual calendar adopted by each school board, community college board of trustees, and the board of regents for each school or institution operated by said boards shall be filed with the department of education in the manner prescribed by the commissioner.

General Authority 229.053(1) FS. Law Implemented 241.479 FS. History—New 6-17-74.

B-2. Commissioner's Task Force on Calendar

Mr. J. K. Austin, Superintendent, Hernando County School System

Mr. Thomas M. Baker, Bureau Chief, Bureau of Fiscal Administration, Division of Community Colleges, Department of Education

Mr. James A. Barge, Consultant, Special Programs, Bureau of Vocational and Adult Programs, Division of Vocational, Technical and Adult Education, Department of Education

Dr. Myron R. Blee, Bureau Chief, Bureau of Program Support and Services, Division of Community Colleges, Department of Education

Dr. J. Richard Connor, Coordinator, Special Units Planning and Budgeting, Division of Universities, Department of Education

Dr. Joseph W. Crenshaw, Bureau Chief, Curriculum and Personnel Development, Division of Elementary and Secondary Education, Department of Education

Dr. Ned B. Lovell, Superintendent, Leon County School System

Dr. Paul C. Parker, Director, University-Wide Programs, Division of Universities, Department of Education

Mr. Hubert E. Richards, Area Consultant, District Planning, Division of Elementary and Secondary Education, Department of Education

Mr. Robert L. Schmalfuss, Consultant, Program Planning, Division of Vocational and Technical Education, Department of Education

# APPENDIX C--STATISTICAL INFORMATION ON STUDENT ACCELERATION IN SCHOOL DISTRICTS, 1973-74

| | EARLY ADMISSION | COLLEGE LEVEL EXAMINATION PROGRAM | ADVANCED PLACEMENT PROGRAM | JOB ENTRY | STUDENT PERSONNOUCE | DUAL ENROLLMENT | DISTRICT TOTAL |
|---|---|---|---|---|---|---|---|
| Alachua | 30 | 12 | 49 | 65 | 0 | 0 | 165 |
| Baker | 6 | 8 | 0 | 0 | 0 | 3 | 17 |
| Bay | * | * | * | * | * | * | * |
| Bradford | 2 | 6 | 5 | 62 | 0 | 1 | 76 |
| Brevard | 50 | 539 | 66 | 533 | 0 | 107 | 1,295 |
| Broward | 15 | 54 | 50 | 73 | 0 | 264 | 436 |
| Calhoun | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Charlotte | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Citrus | 0 | 0 | 0 | 106 | 0 | 0 | 106 |
| Clay | 5 | 0 | 0 | 0 | 0 | 66 | 71 |
| Collier | 2 | 0 | 25 | 27 | 0 | 0 | 54 |
| Columbia | 13 | 0 | 0 | 0 | 0 | 0 | 13 |
| Dade | 180 | 0 | 1,024 | 242 | 0 | 1,268 | 2,714 |
| DeSoto | 6 | 0 | 0 | 2 | 0 | 6 | 14 |
| Dixie | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| Duval | 47 | 0 | 575 | 85 | 0 | 26 | 733 |
| Escambia | 12 | 1 | 97 | 191 | 0 | 74 | 375 |
| Flagler | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Franklin | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Gadsden | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gilchrist | 1 | 0 | 0 | 0 | 0 | 6 | 7 |
| Glades | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gulf | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Hamilton | 1 | 0 | 0 | 17 | 0 | 0 | 18 |
| Hardee | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hendry | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Hernando | 5 | 0 | 0 | 0 | 0 | 10 | 15 |
| Highlands | 6 | 5 | 2 | 0 | 0 | 98 | 111 |
| Hillsborough | * | * | * | * | * | * | * |
| Holmes | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| Indian River | 7 | 0 | 0 | 0 | 0 | 32 | 39 |
| Jackson | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jefferson | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Lafayette | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Lake | 22 | 0 | 41 | 104 | 0 | 293 | 449 |
| Lee | 41 | 19 | 16 | 12 | 0 | 21 | 109 |
| Leon | 30 | 0 | 47 | 95 | 149 | 34 | 355 |
| Levy | 2 | 0 | 0 | 42 | 0 | 0 | 44 |
| Liberty | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Madison | 1 | 0 | 26 | 0 | 0 | 0 | 27 |
| Manatee | 3 | 0 | 0 | 0 | 0 | 28 | 31 |
| Marion | 11 | 0 | 2 | 76 | 0 | 13 | 102 |
| Martin | 4 | 0 | 0 | 0 | 0 | 12 | 16 |
| Monroe | 11 | 22 | 6 | 0 | 0 | 6 | 45 |
| Nassau | 15 | 0 | 0 | 28 | 0 | 0 | 43 |
| Okaloosa | 35 | 0 | 0 | 157 | 0 | 63 | 255 |
| Okeechobee | 1 | 0 | 10 | 0 | 0 | 0 | 11 |
| Orange | 160 | 0 | 10 | 205 | 0 | 88 | 463 |
| Osceola | 2 | 0 | 0 | 42 | 0 | 22 | 66 |
| Palm Beach | 5 | 0 | 3 | 12 | 0 | 35 | 55 |
| Pasco | 6 | 15 | 5 | 22 | 0 | 75 | 123 |
| Pinellas | 30 | 272 | 99 | 3 | 0 | 224 | 628 |
| Polk | 53 | 161 | 0 | 656 | 0 | 22 | 892 |
| Putnam | 10 | 0 | 15 | 0 | 0 | 0 | 25 |
| St. Johns | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. Lucie | 8 | 0 | 0 | 0 | 0 | 6 | 14 |
| Santa Rosa | 0 | 0 | 0 | 30 | 0 | 90 | 120 |
| Sarasota | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Seminole | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sumter | 5 | 0 | 6 | 7 | 0 | 0 | 18 |
| Suwannee | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Taylor | 3 | 30 | 0 | 40 | 0 | 10 | 83 |
| Union | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Volusia | 10 | 65 | 0 | 0 | 0 | 25 | 109 |
| Wakulla | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Walton | 2 | 2 | 0 | 2 | 0 | 20 | 26 |
| Washington | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deaf | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fla. High | 13 | 0 | 42 | 0 | 0 | 0 | 55 |
| FRS | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| AEM | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| P. K. Yonge | 3 | 12 | 10 | 0 | 0 | 11 | 36 |
| SFSH | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTALS | 858 | 1,204 | 2,222 | 2,938 | 149 | 3,088 | 10,479 |

*No information available.

APPENDIX D--STATISTICAL INFORMATION ON STUDENT ACCELERATION
COMMUNITY COLLEGES

D-1. Credit by Examination

September 1, 1973-August 1, 1974

| | CLEP | | CEEB ADVANCED PLACEMENT | | INSTITUTIONAL EXAMS | | OTHER EXAMS | | TOTAL CREDIT BY EXAM | |
|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE | NO. | CREDITS* | NO. | CREDITS* | NO. | CREDITS* | NO. | CREDITS* | NO. | CREDITS* |
| Brevard | 231 | 3085 | 9 | 48 | 29 | 161 | 0 | 0 | 269 | 3294 |
| Broward | 30 | 279 | 7 | 42 | 25 | 208 | 0 | 0 | 62 | 529 |
| Central Florida | 4 | 24 | 0 | 0 | 11 | 49 | 0 | 0 | 15 | 73 |
| Chipola | 61 | 900 | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 900 |
| Daytona Beach | 139 | 1632 | 0 | 0 | 0 | 0 | 0 | 0 | 139 | 1632 |
| Edison | 67 | 427 | 0 | 0 | 0 | 0 | 9 | 72 | 76 | 499 |
| Fla. JC @ Jax. | 218 | 2879 | 16 | 92 | 70 | 324 | 0 | 0 | 304 | 3295 |
| Florida Keys | 29 | 296 | 0 | 0 | 21 | 99 | 24 | 200 | 74 | 595 |
| Gulf Coast | 230 | 3354 | 0 | 0 | 0 | 0 | 34 | 396 | 264 | 3750 |
| Hillsborough | 410 | 3723 | 0 | 0 | 141 | 521 | 15 | 243 | 566 | 4487 |
| Indian River | 1 | 18 | 0 | 0 | 1 | 3 | 0 | 0 | 2 | 21 |
| Lake City | 13 | 91 | 0 | 0 | 0 | 0 | 1 | 3 | 14 | 94 |
| Lake-Sumter | 0 | 0 | 0 | 0 | 30 | 102 | 0 | 0 | 30 | 102 |
| Manatee | 282 | 846 | 0 | 0 | 0 | 0 | 0 | 0 | 282 | 846 |
| Miami-Dade | 464 | 6361 | 50 | 275 | 826 | 4461 | 0 | 0 | 1340 | 11097 |
| North Florida | 31 | 291 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 291 |
| Okaloosa-Walton | 21 | 216 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 216 |
| Palm Beach | 64 | 636 | 0 | 0 | 38 | 193 | 0 | 0 | 102 | 829 |
| Pasco-Hernando | 59 | 435 | 0 | 0 | 12 | 35 | 0 | 0 | 71 | 470 |
| Pensacola | 712 | 1424 | 31 | 140 | 238 | 784 | 0 | 0 | 981 | 2348 |
| Polk | 168 | 1524 | 0 | 0 | 20 | 60 | 0 | 0 | 188 | 1584 |
| St. Johns River | 3 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 33 |
| St. Petersburg | 967 | 11946 | 3 | 15 | 0 | 0 | 0 | 0 | 970 | 11961 |
| Santa Fe | 67 | 846 | 0 | 0 | 0 | 0 | 0 | 0 | 67 | 846 |
| Seminole | 70 | 961 | 0 | 0 | 2 | 9 | 0 | 0 | 72 | 970 |
| South Florida | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 |
| Tallahassee | 70 | 312 | 0 | 0 | 157 | 541 | 0 | 0 | 227 | 853 |
| Valencia | 465 | 2409 | 0 | 0 | 141 | 456 | 68 | 399 | 674 | 3264 |
| TOTALS | 4877 | 44954 | 116 | 612 | 1762 | 8006 | 151 | 1313 | 6906 | 54885 |

*Semester Hours

APPENDIX D--STATISTICAL INFORMATION ON STUDENT ACCELERATION, COMMUNITY COLLEGES (continued)

D-2. Dual Enrollment and Early Admissions

September 1, 1973 - August 1, 1974

| | COLLEGE HIGH SCHOOL | | COL.-UNIV. OR OTHER COLLEGES | | TOTAL: DUAL ENROLLMENT | | EARLY ADMISSIONS | | GRAND TOTAL OF REPORT | |
|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE | No. | Credits* | No. | Credits* | No. | Credits* | No. | Credits* | No. | Credits* |
| Brevard | 256 | 1811 | 0 | 0 | 256 | 1811 | 28 | 896 | 553 | 6001 |
| Broward | 225 | 1486 | 0 | 0 | 225 | 1486 | 19 | 253 | 306 | 2268 |
| Central Florida | 19 | 102 | 0 | 0 | 19 | 102 | 10 | 160 | 44 | 335 |
| Chipola | 33 | 161 | 0 | 0 | 33 | 161 | 3 | 31 | 97 | 1092 |
| Daytona Beach | 23 | 117 | 4 | 15 | 27 | 132 | 7 | 168 | 173 | 1932 |
| Edison | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 78 | 499 |
| Fla. JC @ Jax. | 35 | 177 | 49 | 2477 | 84 | 2654 | 27 | 491 | 415 | 6440 |
| Florida Keys | 43 | 166 | 4 | 51 | 47 | 217 | 22 | 320 | 143 | 1132 |
| Gulf Coast | 48 | 140 | 0 | 0 | 48 | 140 | 74 | 205 | 386 | 4095 |
| Hillsborough | 53 | 271 | 320 | 1347 | 373 | 1618 | 4 | 61 | 943 | 6166 |
| Indian River | 39 | 300 | 1 | 3 | 40 | 303 | 11 | 294 | 53 | 618 |
| Lake City | 35 | 207 | 0 | 0 | 35 | 207 | 18 | 649 | 67 | 950 |
| Lake-Sumter | 61 | 424 | 0 | 0 | 61 | 424 | 15 | 432 | 106 | 958 |
| Manatee | 35 | 260 | 0 | 0 | 35 | 260 | 36 | 288 | 353 | 1394 |
| Miami-Dade | 1749 | 8079 | 129 | 574 | 1878 | 8653 | 75 | 1105 | 3293 | 20855 |
| North Florida | 19 | 81 | 0 | 0 | 19 | 81 | 26 | 534 | 76 | 906 |
| Okaloosa-Walton | 81 | 480 | 0 | 0 | 81 | 480 | 43 | 884 | 145 | 1580 |
| Palm Beach | 132 | 637 | 25 | 75 | 157 | 712 | 5 | 145 | 264 | 1686 |
| Pasco-Hernando | 142 | 526 | 13 | 39 | 155 | 565 | 32 | 112 | 258 | 1147 |
| Pensacola | 141 | 1540 | 105 | 199 | 246 | 1739 | 6 | 90 | 1233 | 4177 |
| Polk | 104 | 424 | 0 | 0 | 104 | 424 | 39 | 1295 | 331 | 3303 |
| St. Johns River | 93 | 438 | 0 | 0 | 93 | 438 | 12 | 268 | 108 | 739 |
| St. Petersburg | 295 | 2272 | 29 | 96 | 324 | 2368 | 32 | 941 | 1326 | 15270 |
| Santa Fe | 2 | 6 | 42 | 0 | 44 | 6 | 29 | 756 | 140 | 1608 |
| Seminole | 94 | 825 | 0 | 0 | 94 | 825 | 104 | 1107 | 270 | 2902 |
| South Florida | 2 | 21 | 0 | 0 | 2 | 21 | 3 | 61 | 6 | 88 |
| Tallahassee | 29 | 580 | 0 | 0 | 29 | 580 | 23 | 69 | 279 | 1502 |
| Valencia | 191 | 573 | 10 | 36 | 201 | 609 | 103 | 1251 | 978 | 5124 |
| TOTALS | 3979 | 22104 | 731 | 4912 | 4710 | 27016 | 808 | 12866 | 12424 | 94767 |

*Semester Hours

APPENDIX D--STATISTICAL INFORMATION ON STUDENT
ACCELERATION, COMMUNITY COLLEGES (continued)

D-3. 1973-74 Enrollment (Annual FTE) in Community College Courses Starting at the Beginning of the Terms and at Other Times

| COLLEGES | FALL | | | WINTER | | | SPRING | | | SUMMER | | | ANNUAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | INITIAL | OTHER | TOTAL | INITIAL | OTHER | TOTAL | INITIAL | OTHER | TOTAL | INITIAL | OTHER | TOTAL | TOTAL |
| BREVARD | 2,410.4 | 382.7 | 2,793.1 | 2,309.4 | 513.0 | 2,822.4 | | | | 845.9 | 144.0 | 989.9 | 6,605.4 |
| BROWARD | 3,300.1 | 136.4 | 3,436.5 | 3,129.8 | 159.1 | 3,288.9 | | | | 761.6 | 519.5 | 1,281.1 | 8,006.5 |
| CENTRAL FL | 607.4 | 475.5 | 1,082.9 | 602.3 | 422.9 | 1,025.2 | | | | 193.9 | 144.2 | 338.1 | 2,446.2 |
| CHIPOLA | 582.1 | 11.9 | 594.0 | 528.7 | 14.1 | 542.8 | | | | 167.4 | 14.3 | 181.7 | 1,318.5 |
| DAYT. BCH. | 1,347.8 | 594.7 | 1,942.5 | 1,366.2 | 579.0 | 1,945.2 | | | | 435.1 | 483.2 | 918.3 | 4,806.0 |
| EDISON | 839.7 | 59.2 | 898.9 | 739.5 | 64.4 | 803.9 | | | | 261.2 | 20.0 | 281.2 | 1,984.0 |
| FJC AT JAX | 3,212.0 | 2,589.4 | 5,801.4 | 3,106.2 | 3,112.1 | 6,218.3 | | | | 1,032.8 | 2,573.2 | 3,606.0 | 15,625.7 |
| FLA. KEYS | 271.9 | 25.8 | 297.7 | 278.3 | 16.3 | 294.6 | | | | 160.1 | 14.8 | 174.9 | 767.2 |
| GULF COAST | 877.7 | 69.6 | 947.3 | 813.3 | 43.5 | 856.8 | | | | 279.9 | 28.3 | 308.2 | 2,112.3 |
| HLSBOROUGH | 1,812.5 | 17.6 | 1,830.1 | 1,780.9 | 30.6 | 1,811.5 | 1,672.2 | 17.9 | 1,690.1 | 748.1 | 18.7 | 766.8 | 6,098.5 |
| INDIAN RIV | 1,010.7 | 369.1 | 1,379.8 | 974.9 | 538.2 | 1,513.1 | | | | 401.9 | 111.5 | 513.4 | 3,406.3 |
| LAKE CITY | 769.0 | 117.8 | 886.8 | 757.9 | 122.0 | 879.9 | | | | 262.0 | 279.3 | 541.3 | 2,308.0 |
| LK. SUMTER | 358.4 | 10.3 | 368.7 | 319.2 | 17.4 | 336.6 | | | | 99.2 | 34.5 | 133.7 | 839.0 |
| MANATEE | 1,145.0 | 43.9 | 1,188.9 | 1,078.6 | 41.1 | 1,119.7 | | | | 321.3 | 9.9 | 331.2 | 2,639.8 |
| MIAMI-DADE | 11,394.9 | 259.2 | 11,654.1 | 11,253.6 | 347.1 | 11,600.7 | | | | 5,570.5 | 167.9 | 5,738.4 | 28,993.2 |
| NORTH FLA. | 396.0 | 6.8 | 402.8 | 267.8 | 101.6 | 369.4 | | | | 95.2 | | 95.2 | 867.4 |
| OKAL-WALT | 963.0 | 25.8 | 988.8 | 870.8 | 72.3 | 951.1 | | | | 476.7 | 11.1 | 487.8 | 2,427.7 |
| PALM BEACH | 2,067.0 | 82.9 | 2,149.9 | 1,851.9 | 109.0 | 1,960.9 | | | | 634.1 | 19.4 | 653.5 | 4,764.3 |
| PASCO-HERN | 177.6 | 59.0 | 236.5 | 216.1 | 53.8 | 269.9 | | | | 90.8 | 38.3 | 129.1 | 635.5 |
| PENSACOLA | 3,242.5 | 257.0 | 3,499.5 | 3,060.4 | 309.1 | 3,369.5 | | | | 1,564.5 | 161.6 | 1,726.1 | 8,595.1 |
| POLK | 1,193.0 | 64.7 | 1,257.7 | 1,151.0 | 69.6 | 1,220.6 | | | | 465.3 | 25.0 | 490.3 | 2,968.0 |
| ST. JOHNS | 362.6 | 6.2 | 388.8 | 330.9 | 19.4 | 350.3 | | | | 88.5 | 2.4 | 90.9 | 830.0 |
| ST. PETERS | 3,771.0 | | 3,771.0 | 3,676.9 | | 3,676.9 | | | | 1,037.5 | | 1,037.5 | 8,485.4 |
| SANTA FE | 1,768.2 | 28.7 | 1,796.9 | 1,797.0 | 11.7 | 1,808.7 | 1,661.8 | 9.9 | 1,671.7 | 897.6 | 7.3 | 904.9 | 6,182.2 |
| SEMINOLE | 1,144.6 | 305.9 | 1,450.7 | 1,084.7 | 382.2 | 1,466.9 | | | | 633.9 | 229.9 | 863.8 | 3,781.4 |
| SOUTH FLA. | 300.1 | 15.3 | 315.4 | 253.4 | 11.6 | 265.0 | | | | 43.1 | 12.1 | 55.2 | 635.6 |
| TALLAHASSE | 839.2 | 20.7 | 859.9 | 833.5 | 25.1 | 858.6 | | | | 298.9 | 16.6 | 315.5 | 2,034.0 |
| VALENCIA | 1,728.7 | 57.3 | 1,786.0 | 1,583.4 | 76.2 | 1,659.6 | | | | 773.2 | 32.3 | 805.5 | 4,231.3 |
| SYSTEM TOT | 47,913.2 | 6,073.4 | 53,986.6 | 46,324.6 | 7,262.0 | 53,586.6 | 3,334.0 | 27.8 | 3,361.8 | 18,640.2 | 5,119.3 | 23,759.5 | 134,394.5 |

E-1. THE NUMBER OF STUDENTS UTILIZING ACCELERATION MECHANISMS
(September 1, 1973 - August 30, 1974)

| | Early Admission From Secondary School | Dual Enrollment Between Secondary & University | Dual Enrollment Between Community College & University | College Level Examination Program | Advanced Placement Program | Other External | Other | Totals |
|---|---|---|---|---|---|---|---|---|
| | No. of Students Utilizing | No. of Students Utilizing | No. of Students Utilizing | No. of Students Utilizing | No. of Students Utilizing | No. of Students Utilizing | No. of Students Utilizing | |
| University of Florida | 28 | 26 | 48 | 1,545 | 63 | 2 | 0 | 1,712 |
| Florida State University | 52 | 67 | 35 | 1,967 | 78 | 0 | 330 | 2,529 |
| Florida A&M University | 1 | 9 | 1 | 63 | 0 | 0 | 0 | 74 |
| University of South Florida | 62 | 24 | 132 | 1,372 | 0 | 2,185 | 5 | 3,780 |
| University of West Florida | N/A | N/A | 23 | 105 | N/A | 0 | 1 | 129 |
| Florida Atlantic Univ. | 7 | 0 | 25 | 235 | N/A | 0 | 0 | 267 |
| Florida Tech. University | 75 | 5 | 0 | 438 | 0 | 224 | 0 | 742 |
| Florida International Univ. | N/A | 42 | 23 | 25 | N/A | 0 | 120 | 210 |
| University of North Florida | N/A | N/A | 369 | 0 | N/A | 0 | 0 | 369 |
| SUS Totals | 225 | 173 | 656 | 5,750 | 141 | 2,411 | 456 | 9,812 |

E-2. THE NUMBER OF CREDIT HOURS* AWARDED
(September 1, 1973 - August 30, 1974)

| | Early Admission From Secondary School | Dual Enrollment Between Secondary & University | Dual Enrollment Between Community College & University | College Level Examination Program | Advanced Placement Program | Other External | Other | Totals |
|---|---|---|---|---|---|---|---|---|
| | No. of Credit Hours Awarded* | No. of Credit Hours Awarded * | No. of Credit Hours Awarded* | No. of Credit Hours Awarded* | No. of Credit Hours Awarded* | No. of Credit Hours Awarded* | No. of Credit Hours Awarded* | |
| University of Florida | 0 | 0 | 0 | 38,717.5 | 402 | 28 | 0 | 39,147.5 |
| Florida State University | 0 | 438 | 250 | 28,079.5 | 248 | 0 | 2,209 | 31,224.5 |
| Florida A&M University | 53 | 45 | 3 | 252 | 0 | 0 | 0 | 353 |
| University of South Florida | 2,227 | 107 | 688 | 23,680.5 | 0 | 6,133 | 126 | 32,961.5 |
| University of West Florida | 0 | 0 | 90 | 997.5 | 0 | 0 | 5 | 1,092.5 |
| Florida Atlantic Univ. | 315 | 0 | 157 | 6,840 | 0 | 0 | 0 | 7,312.0 |
| Florida Tech. University | 0 | 0 | 0 | 8,704.5 | 0 | 8,353 | 0 | 17,057.5 |
| Florida International Univ. | 0 | 206 | 179 | 666 | 0 | 0 | 1,989 | 3,040 |
| University of North Florida | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUS Totals | 2,595 | 796 | 1,367 | 107,937.5 | 650 | 14,514 | 4,329 | 132,188.5 |

*Quarter hours

***State of Florida***
***Department of Education***
***Ralph D. Turlington, Commissioner***

This public document was promulgated at an annual cost of $352.95 or $.25 per copy pursuant to the requirements of 241.479, Florida Statutes and to inform the Legislature, State universities, community colleges and school districts on the utilization of acceleration opportunities by Florida students.